



**Sanday Community School and Nursery
Standards and Quality Report 2022-23
and
School Improvement Plan 2023-24**

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National and Orkney Islands Council (OIC) Local Priorities

<p>The Scottish Government’s vision for education in Scotland:</p> <ul style="list-style-type: none"> • Excellence through raising attainment and improving outcomes. • Achieving equity. <p>Key priorities of the National Improvement Framework:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people’s health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy. 	<p>NIF drivers of improvement in the outcomes achieved by children and young people are:</p> <ul style="list-style-type: none"> • School and ELC leadership. • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. • Curriculum and assessment. • School and ELC improvement. • Performance information. 	<p>Scottish Attainment Challenge (SAC): Scottish Attainment Challenge: framework for recovery and accelerating progress. Scottish Attainment Challenge Logic Model – Tackling the Poverty-Related Attainment Gap – Our Theory of Change.</p> <p>SAC Organisers:</p> <ul style="list-style-type: none"> • Learning and teaching. • Leadership. • Families and communities.
<p>OIC National Improvement Framework Plan.</p> <p>3 main themes:</p> <ul style="list-style-type: none"> • Health and wellbeing. • Learning and teaching. • Self-evaluation. 	<p>OIC Children’s Services Plan.</p> <p>Priorities for 2021-23:</p> <ul style="list-style-type: none"> • Mental health and wellbeing. • Overcoming disadvantage. • Care and protection. • Equality and empowerment. • Options and opportunities. 	<p>OIC Community Plan</p> <p>4 priorities:</p> <ul style="list-style-type: none"> • Connectivity. • Sustainable recovery. • Community wellbeing. • Partnership workforce development and planning.

Standards and Quality Report 2022-23.

The context of the school:

Sanday is one of Orkney Islands Outer Isles with a population of about 500 people with diverse backgrounds and interests. The school is in the heart of the community and serves the island of Sanday. At the time of writing the school roll has 64 pupils (24 in Secondary, 32 in Primary and 8 in Nursery). Pupils can study at our school up to the end of S4 and may then transfer to Kirkwall Grammar School to carry on their education. They might alternatively attend Orkney College or move into work and training.

Our nursery, primary and some secondary teachers are resident on the island. In addition, a variety of itinerant and permanent part time staff travel daily to Sanday. The school sits at the heart of the island and the school building is used daily by the community.

<p>Vision: To be the heart, soul, and future of our island community.</p>	<p>Values: At a whole school meeting in April 2018, our values were revised, and the additional value of resilience added. Therefore, our thirteen values are as follows: Respect; Teamwork; Happiness; Humour; Love; Friendship; Trust; Responsibility; Commitment; Manners; Confidence; Honesty; and Resilience.</p>
<p>Aims: We agreed our aims in consultation with parents, pupils and staff, May 2016 – Feb 2017.</p> <ul style="list-style-type: none"> * Our children and young people will have a broad education to prepare them for the wider world, wherever that may take them. * Our children and young people will become confident and independent learners. * Our children and young people will try hard to achieve and excel through their efforts. * We will celebrate, encourage, and recognize their many achievements. 	<p>Curriculum Rationale: The curriculum that our learners experience will give our island pupils: A wide range of experiences and skills to ensure that they will be prepared for the wider world, wherever that may take them. We want our pupils to: Be healthy, happy and resilient; literate and numerate; experience success and have high aspirations; take an active role in the life of the school and the wider community; understand Sanday's unique location, culture and history and how this fits with the other islands of Orkney promoting a sense of belonging; have an understanding and awareness of the wider world, to ensure that they see beyond our horizon; have confidence, awareness and the information needed to help them make positive future life choices. So that they are successful learners, confident individuals, effective contributors, and responsible citizens in an ever-changing world.</p>

How successful were our improvements – progress made with the priorities from our 2022-23 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1:

To improve attainment in Listening and Talking in the Broad General Education (BGE).

<p>Outcomes for learners: Practitioners' confidence in teaching, planning, and assessing Listening and Talking will increase.</p>	<p>Actions/Approaches/Interventions: All schools will participate in an authority-wide programme for improving the learning, teaching, and assessment of Listening and Talking. This will involve training days, moderation opportunities and sharing of ideas and examples.</p>	<p>Measures: BGE English Listening and Talking all on target. Shared good practice and resources have been written into units of work across S1-3 after OIC training. S1/2 Cross curricular opportunities have been created and evidenced by the production of a video. Higher levels of engagement achieved after the Raising Standards training (evidenced from student and teacher feedback). New units of work have been updated to take a combined approach of the listening and talking standards. Creation of high-quality listening and talking assessments have</p>	<p>Impact: Continue to monitor the listening and talking of all pupils to build on the good practice developed through collegiate collaboration. Continue to develop children's understanding of their next steps in Listening and Talking. Develop use of questioning when listening to the presentations of other pupils.</p>
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		<p>increased pupil engagement. Pupils are more aware of their listening and talking targets. Confidence levels have increased.</p> <p>Almost all Primary pupils are on target to achieve their appropriate levels in listening and talking.</p>	
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SCHOOL IMPROVEMENT PRIORITY 2:

To encourage a sense of community and belonging through respecting rights.

Outcomes for learners: Increased parental involvement in school activities and parent consultation evenings.	Actions/Approaches/Interventions: Ensuring communication from school to home is clear.	Measures: Increased parental involvement at school organised events e.g. spectating at Sports Day was noted. The Parent Council.	Impact: Continue this, with closer links to the Parent Council and visibility at events such as parent's evenings. Greater engagement and attendance from parents of Senior Phase pupils.
Increase sense of belonging and being proud to represent Sanday School at events.	Sanday Tourist Guide Project. Continue with S1/2 Health and Wellbeing focus. S1/2 and P1-4 Kindness Project.	Pupils were awarded a silver Heritage Hero award for their active participation and success in this project. Pupils are kinder to each other, less incidences of conflict in the playground. Secondary pupils help younger pupils without being asked to. Children and staff are seeing Sanday School's name in online reports and newspaper reports and education articles. Students attended various online and in person workshops during the Orkney International Science Festival. There has been an	To present the finished 'film' early next session. To revisit the kindness project next session Create more opportunities for positive news stories and to share these on our communication channels.

	Room One – intergenerational project with the Sanday Afternoon Club.	<p>increased uptake of STEM subjects by S2s for the 2023-24 session.</p> <p>Inter-generational links with the Afternoon Club are being established and seen as positive by Afternoon Club and the children. Plans to continue this next year.</p>	Room One to develop further links with the Afternoon Club.
Rights Respecting Schools award: Gain the Bronze certificate for RRS.	Work towards a Rights Respecting School aware through a variety of activities including using the Compassionate and Collected Classroom resources.	<p>Questionnaires at the start of initiative and end of initiative showed that most children were unaware of the United Nations Convention on the Rights of the Childs. A presentation was given by students to the Parent Council.</p> <p>By working on the Bronze Rights Respecting Schools award children are able to talk about rights. They are beginning to understand global justice and sustainable living.</p> <p>Visitors have given very positive feedback about the welcoming nature of our school, pupils, and staff.</p>	<p>Continue with the Rights Respecting Schools Award journey to the Silver level.</p> <p>To undertake the LGBTQ+ Charter and the See Me See Change approach to understanding and accepting differences and diversity in a safe, inclusive , and respectful learning environment that nurtures the potential of each pupil.</p>

SCHOOL IMPROVEMENT PRIORITY 3:

To improve skills and sustained positive destinations for all young people.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>Improve community involvement in the raising of awareness of opportunities.</p> <p>Improve pupil awareness of the variety of employment opportunities on Sanday, Mainland Orkney and beyond.</p> <p>Positive transition from S4 to S5 at KGS.</p>	<p>Involvement in the Island Youth enterprise and Get Growing Project with the SDT and wider community.</p> <p>Develop the High Five, Dynamic Youth Award and Youth Achievement Award and make it accessible for all pupils including those with additional needs.</p> <p>Improve the Health, Food, Technology (HFT) and sporting equipment.</p> <p>S4 Work experience.</p> <p>Invite local businesses to give pupils a 'taster' of their workplace – e.g. shops, pizza place, farms, water treatment works, distillery, craft workers, home businesses, distance business workers, postal workers, delivery drivers, hotels.</p>	<p>Funding was not received by SDT, but one pupil does get involved with the gardening projects each week.</p> <p>Training was given on the Dynamic Youth Award and Youth Achievement awards.</p> <p>The new sporting and HFT equipment have meant greater uptake and enjoyment in these subjects.</p> <p>S4's Work experience was very successful, looking to send them in September for next session.</p> <p>Skills Development Scotland visits helped pupils understand their options and gave them further choices to explore. Pupils requiring maximum input from SDS were identified and appropriately supported.</p> <p>There was a better structure to the transition process for S4</p>	<p>To further develop links with the Sanday Development Trust, including Youth Work initiatives.</p> <p>These courses will be implemented next session with targeted pupils.</p> <p>S4 work experience to move earlier in the year.</p> <p>The school will continue to develop the excellent links we have with outside organisations, SDS and KGS. The success of the transition programme will continue to be built upon.</p>

<p>Future positive destinations beyond S6.</p>		<p>pupils this year with good links with the guidance team at KGS and Papdale Hall of Residence.</p> <p>Some S3 pupils have taken up the Orkney Offer of a college place in S4.</p>	<p>Procedures and processes for improving skills and sustained positive destinations are fully embedded in ethos of the school.</p> <p>A recent appointment of a Principal Teacher of Guidance offers further opportunities to develop pupil skills.</p>
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ELC IMPROVEMENT PRIORITY 1:

To continue to offer expansion of hours for all and ensure well-resourced and considered experiences for 2-year-olds.

Outcome for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>Children will feel secure, safe, happy, and nurtured in the nursery. Drop-off time will be smooth and stress-free. Parents will be consistent in their approaches and attendance.</p> <p>Children will want to share their environment with others. Resources for 2-year-olds are considered and well-planned.</p> <p>All transition times will be well-planned and successful.</p> <p>All children will be suitably supported, challenged, and encouraged to succeed.</p>	<p>Flexible arrangements for parents to select the sessions that fit their needs best whilst remaining consistent (as staffing ratios allow).</p> <p>Regular stay & play sessions, inviting the wider community of families (babies + toddlers not yet enrolled).</p> <p>Audit and monitor the 2-year-old resources (access, choice, nappy changing/toileting etc)</p> <p>To work with parents + other staff to ensure transition arrangements are in place e.g. to lower primary class, at lunchtime and at drop-off.</p> <p>To provide relevant and timely support for our two-year olds.</p> <p>Managing the resources well to</p>	<p>All children have built up the number of sessions they attend. The consistency has helped children feel settled, safe, and secure in the Nursery. Attendance at nursery has been more consistent during the summer term.</p> <p>Children are excited and keen to share their space with their adults. Parental feedback from stay & plays was very good – all happy with the arrangements and enjoyed spending time in the nursery. Staff aware of the needs of 2-year-olds (rest, snack, nappy changing, height + size of resources, removal of small bits if unsupervised).</p> <p>Peedie steps were bought and a toilet step to ensure the 2-year-olds could access all areas.</p> <p>Good use was made of the afternoon sessions when mostly</p>	<p>To continue working closely with parents to ensure needs are being met.</p> <p>To be aware of the impact on children going from two members of staff to one, how the lone practitioner can build strategies, independence, and routines to continue to foster the skills developed previously.</p>

	ensure differentiation across the ages/stages.	the older children were in nursery and the younger children left. The older children became more engrossed with play and extending their experiences.	
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ELC IMPROVEMENT PRIORITY 2:

To explore the importance of the adult role in early learning through quality interactions and language and literacy development.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>All children will experience a rich literacy environment at nursery. All children will show very good progress in speech development and have an increased working vocabulary.</p> <p>Parents will engage in stay & play, Book Bug and other language-based activities.</p> <p>Practitioners will access training materials for language-based CPD.</p>	<p>To create rich learning environments and opportunities for all areas of language development in our setting – looking at rhyme, rhythm, nursery rhymes, phonics, love of books, games, Book Bug sessions, stay & plays, stories, songs, mark making. Capturing positive lines of development with a literacy and language lens. Sharing the rich opportunities for language with parents, engaging and encouraging parents to further develop language at home. Parental workshop and Speech and Language Therapy (SALT) input where needed.</p> <p>Practitioners will take part in available training (e.g., with Early Years team and SALT).</p> <p>Self-evaluate and moderate planning, tracking, and learning folders regularly.</p>	<p>The pre-school children have developed their knowledge/interest in copying and writing, letters, enjoying songs.</p> <p>PEEP sessions were delivered, focussing on communication and speech development, these were well attended.</p> <p>Parents engaged very well in stay & play sessions.</p> <p>Children are engaged with Book Bug, nursery rhymes, singing and story time. A richer vocabulary has been observed in some children.</p> <p>Language cards and games are being used. Children visit the library regularly.</p>	<p>To build on the work started here, for staff to take part in speech & language training opportunities provided by the Authority. To further develop our connections with outside agencies and offer further PEEP sessions and parental involvement.</p>

Collaboration and Consultation with our Stakeholders in session 2022-23:

Who?	When?	How?	What? PEF/ScIP:	What did we find out? (Bullet points on key themes):
Staff:	Meetings held as outlined in the WTA and school calendar.	Staff meetings for teaching staff. Minutes of meetings shared with itinerant and non-teaching staff.	PEF. ScIP. General Planning. Assessment. Pupil Update.	Meetings had to be relevant and appropriate to be successful. Itinerant staff are never available for meetings after school and attendance at INSET can be challenging – no opportunity for small working groups and most actions from meetings have to be followed up by resident staff.
Learners:	Held regularly throughout the year.	Pupil Council Meetings. Assemblies.	Any relevant school agenda.	Pupils engaged well in the meetings. Opportunity to talk about whole school agendas. Pupils are happy that the Pupil Voice is heard.
Parents and carers:	Parent Council Meetings. Parent Consultation Evenings.	Parent Council meetings. Parent consultation. Reporting. Open Afternoon. Learning Logs.		Many activities that involved parents and that happened pre covid have stopped. We always had an open-door policy for parents and now with an increase of new parents during covid (42% of pupils have come to Sanday and joined the school in the past 3 years), they do not have the same relationship with school as those parents who were here before covid and due to covid have not had the same opportunities to develop a close community relationship. Although most parents will contact the school or HT if there is an issue. We are including in our SCIP opportunities for greater parental involvement. Parental consultations were held face to face during 2022-23 for resident teachers and by phone for itinerant teachers – increased parental attendance is desired. The parent council is very supportive of the school.
Community and other stakeholders: DYW /	Various dates	HT meet with DYW coordinator.	ScIP.	Work experience organised for S4s.

<p>SDS / Scottish Opera / NILPs</p>	<p>throughout the year.</p>			<p>School trips to Kirkwall e.g. Safe Islanders / College Induction / Careers events / Swan. Use of swimming pool. Held the annual school sale, assemblies with parents, and Scottish Opera event.</p>
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Summary of attainment for 2022-23:

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:				86%
Writing:				86%
Listening & Talking:				86%
Numeracy:				86%

General statement:

Almost all children achieved the appropriate level for their age and stage. This is consistent with previous years.

Due to the low numbers of children at each stage, percentages have not been added.

Summary of progress for 2022-23:

Key question 1: Is the child meeting developmental milestones for their age?

	Meeting expected milestones.	Not quite meeting expected milestones.	Child is not meeting expected milestones.
Language and Literacy:			
Mathematical development:			
Wellbeing:			

Key question 2: Is the child making very good progress?

	Needs are well met through universal provision.	Making progress within universal provision and may need extra support or may need further challenge through next steps and differentiated group planning.	Not making good progress and may require support from a wider team as well as careful planning within nursery to ensure maximum progress.
Language and Literacy:			
Mathematical development:			
Wellbeing:			

General statement:

Due to the low numbers of children at each stage, percentages have not been added.

Senior Phase Attainment in Literacy and Numeracy 2022-23:

% of learners achieving SCQF level 4 (equivalent of National 4):	Literacy: 100%	Numeracy: 100%
% of learners achieving SCQF level 5 (equivalent of National 5):	Literacy: 80%	Numeracy: 80%

General Statement:**Senior Phase Attainment in Literacy and Numeracy 2022-23:**

	National 3	National 4	National 5	Higher	Advanced Higher
1 or more:		100%	100%		
3 or more:		100%	100%		
5 or more:		100%	80%		

General Statement:

87.5% of pupils gained 6 or more national qualifications.

Leaver Destinations 2022-23:

% Employed	% Further Education	% Higher Education	% Not Known	% Skills Development	% Training	% Unemployed Not Seeking	% Employed Seeking	% Voluntary Work
	100%							

General Statement:

All pupils went into S5 at Kirkwall Grammar School.

Care Experienced Children and Young People (CECYP):

We supported children who have experienced care by:

- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and outwith school/setting.
- Working with and supporting families.
- Providing interventions for health and wellbeing where appropriate.
- Having access to a regular meeting with a key member of staff.
- Working with partners where appropriate.
- Ensuring their voices are heard and views taken into account.

School and Early Learning and Childcare Improvement Plans 2023-24

Summary of the key improvement priorities for 2023-24:

School Priority 1: Inclusion – to develop the school’s Promoting Positive Behaviour Policy to ensure a safe, inclusive, and respectful learning environment that nurtures the potential of each student by enhancing the overall quality of education, promoting positive behaviour and improving the learning outcomes for young people while aligning with the Rights Respecting Schools Award, the LGBTQ+ Charter, the See Me See Change Activity Plan, and by emphasising the importance of Pupil Voice.

School Priority 2: Learning and Teaching 2.3 – to improve a chosen aspect of teaching and learning in your class through practitioner enquiry and the process of auditing, planning, implementation, monitoring, and evaluating.

ELC Priority 1: To further develop speech, language, and communication skills with Nursery children.

ELC Priority 2: To develop the immediate environment of the Nursery to meet the needs of children more fully.

How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at staff meeting.
- Surveys (learners and parent/carer).
- Focus groups.
- Learning and teaching observations.
- Data analysis (using the BGE Toolkit and securing children’s progress tracking tool).
- Self-evaluation using HGIOS4, HGIOELCC, National Care Standards.

SCHOOL IMPROVEMENT PRIORITY 1:

Inclusion – to develop the school’s Promoting Positive Behaviour Policy to ensure a safe, inclusive, and respectful learning environment that nurtures the potential of each student by enhancing the overall quality of education, promoting positive behaviour and improving the learning outcomes for young people while aligning with the Rights Respecting Schools Award, the LGBTQ+ Charter, the See Me See Change Activity Plan, and by emphasising the importance of Pupil Voice.

Data/evidence that informs this priority:

There is a need for a consistent, policy and procedurally driven approach to managing positive behaviour at Sanday School. We need to revisit our values and visions to reflect the current cohort of pupils and parents of which 45% have arrived during or since Covid. Over half of pupils who have arrived during that time have an additional need. It is important that pupils, staff, parents, and the wider community have a collective vision and shared values for the school that represents all the stakeholders in the school at this point. The authority directive is that the school should become a Rights Respecting School, undertake the LGBTQ+ Charter and undertake the action plan of the See Me See Change approach, whilst recognising the importance of Pupil Voice. These initiatives are in alignment with the identified priority and serve as appropriate channels through which we can foster a sense of pride in our pupils for our school.

<p>NIF Key Drivers: School leadership; Parental/Carer involvement and engagement; School improvement.</p>	<p>HGIOS4 QIs: 1.3 Leadership of Change; 2.4 Personalised Support; 2.5 Family Learning; 3.1 Ensuring wellbeing, equality and inclusion.</p>
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<p>Outcomes for learners: 1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (UNCRC) and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Approaches/Interventions: Throughout the session: Meetings with RRSA Steering group (Wed lunchtimes), Assemblies and updating notice board (pupil steering group (PSG) Introducing children’s rights to all year groups. Each class researches and creates a presentation for an assembly on an assigned right to be shared with the whole school.</p>	<p>Measures: Questionnaires to find out a baseline understanding, to be repeated at the end of the session.</p>	<p>Impact:</p>
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	<p>Fundraiser - Pupils will create artwork inspired by the UNCRC to sell to the community at the school sale. Money raised will go to support a cause related to children's rights.</p> <p>Information about all the activities will be shared on the communication channels.</p>		
<p>2. In school children and young people enjoy the rights enshrined in the UNCRC.</p> <p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p> <p>4. Children and young people are safe and protected and know what to do if they need support.</p> <p>5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p> <p>6. Children and young people are included and are valued as individuals.</p>	<p>Developing the Promoting Positive Behaviour Policy for the school in collaboration with pupils, parents, staff, and other professionals.</p> <p>Rationale (based on RRS/LGBTQ+/See Me See Change/Pupil Voice).</p> <p>Workshops in school with parents.</p> <ul style="list-style-type: none"> • vision and values. • emotion coaching. • raising awareness of current thinking/practice. • See Me See Change principles. <p>Draft Policy created and shared with stakeholders.</p>	<p>Level of parental engagement.</p> <p>Promoting Positive Behaviour policy.</p> <p>Questionnaires.</p>	

<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Day of Celebration.</p> <ul style="list-style-type: none"> • presentation of completed policy. • open day to celebrate work done and the new vision and values of the school. • repaint the climbing wall with updated vision and values. 		
<p>8. Children and young people know that their views are taken seriously.</p> <p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p> <p>In addition to, and alongside the above points, the staff, young people, families, and community of Sanday Community School will</p>	<p>Rights through Literature.</p> <ul style="list-style-type: none"> • reading sessions using age-appropriate books that highlight children's rights, registration time for secondary pupils, in class for primary. <p>Media and Communication.</p> <ul style="list-style-type: none"> • Create short videos discussing children's rights. <p>Create a safe place.</p> <ul style="list-style-type: none"> • friendship bench in the school playground. • decorated tiles by pupils to represent diversity. <p>Presentation of projects and initiatives from the previous terms. Over the course of 18 months, we will undertake training and review policies, practice, and</p>	<p>Questionnaires</p> <p>Rights Respecting Schools Award – Silver Level</p> <p>September – 1.5hr LGBT charter online training for as many staff as possible (40% minimum)</p> <p>October in-service day input, joining Stronsay and Westray school staff online</p>	

<p>work towards the silver LGBT Schools Charter award.</p>	<p>resources to make sure that we meet legislative needs and be as inclusive as we can be.</p> <p>Sunday School will become an inclusive school environment.</p> <p>The values, visions and aims of the school generally will be revisited incorporating the views of all pupils, staff, parents, and wider community.</p> <p>A behaviour policy will be developed, again collaborating with stakeholders.</p>		
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SCHOOL IMPROVEMENT PRIORITY 2:

Learning and Teaching 2.3 – to improve a chosen aspect of teaching and learning in your class through practitioner enquiry and the process of auditing, planning, implementation, monitoring and evaluating.

Data/evidence that informs this priority:

Every teacher should have a focus on learning and teaching in their Professional Development plans. There is evidence of a clear and measurable impact on professional learning on outcomes for learners. Practitioner enquiry forms a regular feature of approaches to continuous improvement. We should be focusing on what the pupils should be learning and what we can do/change to ensure that this equates to what they are actually learning, and then measuring the impact to know that any change is making a difference. Evidence informed practice, part of the General Teaching Council for Scotland (GTCS) standards for full registration, improves the learning and teaching experiences for pupils. Moderation is a challenge in a small school with single person departments and this priority builds in elements of moderation between colleagues in our own workplace and with those from other Junior High schools through the sharing and observing of the practice of others.

NIF Key Drivers: Teacher and Practitioner professionalism; Curriculum and assessment; Performance information.	HGIOS4 QIs: 1.2 Leadership of learning; 2.3 Learning, Teaching, and Assessment; 3.2 Raising attainment and achievement.
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<p>Outcomes for learners:</p> <ul style="list-style-type: none"> • Improve the learning and teaching experiences of all learners. • Multiple target groups. 	<p>Approaches/Interventions:</p> <p>Personal 2.3 PRD focus as vehicles for self-evaluation and school improvement.</p> <p>Outcomes for learners will be determined by each member of staff and recorded within their own planning of their research project.</p> <p>Staff effectively use up-to-date research/data from Scotland and beyond to inform learning and developments.</p>	<p>Measures:</p> <ul style="list-style-type: none"> • Review and progress discussed at staff meetings. • Surveys (learners and parent/carer). • Focus groups. • Learning and teaching observations. • Data analysis (using the BGE toolkit and securing children’s progress tracking tool). • Self-evaluation using HGIOS4. 	<p>Impact:</p>
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NURSERY IMPROVEMENT PRIORITY 1:

To further develop speech, language, and communication skills with Nursery children.

Data/evidence that informs this priority:

Through care plan meetings with parents, and staff observations, it is apparent that a high number of our peedie folk continue to need a lot of support with their speech and language. Working with other professionals has helped highlight this. Staff have some resources and tools but want to focus further on creating communication friendly spaces, adapting, and using appropriate resources as well as identifying high quality training opportunities.

CIF Key drivers: 1.1 Nurturing care and support; 1.4 Family engagement		HGIOELC QIs:	
Outcomes: Children's learning needs are recognised and build upon, leading to good progression of language acquisition for all learners in Nursery.	Approaches/Interventions: <ul style="list-style-type: none"> • Use Authority-developed resources such as new toolkit. Staff to attend 'Learning Language and Loving it' course. • Audit existing resources and explore new resources such as communication/language cards. • EYP to explore training opportunities such as the Circle tool for building a communication friendly environment and ELKLAN. • Regular (termly) tracking of children's progress, including monitoring of learning folders. 	Measures: <ul style="list-style-type: none"> • Children's progress with language and literacy is captured in Learning folders. • Tracking demonstrates that all children are making progress. • Staff CPD and self-evaluation demonstrates increased confidence in planning and observation cycle. • Planning in Nursery links with observations and to children's learning stories. • Rich communication-friendly spaces are created encouraging all children with their speech & language. 	Impact:

	<ul style="list-style-type: none">• Including more opportunities for rhymes, stories, planned group times, practitioner interactions, and parental engagement.• 'Communities in Practice' being developed by the Authority to focus on areas such as communication & language – staff to join when possible.	<ul style="list-style-type: none">• A range of outside agencies/network are used to develop training & confidence around speech & language.	
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NURSERY IMPROVEMENT PRIORITY 2:

To develop the immediate environment of the Nursery to meet the needs of the children more fully.

Data/evidence that informs this priority:

In August our numbers dictate that lone working will be the norm. This means that free flow play and using the spaces need careful consideration for one member of staff to properly supervise all the children. Some of our children love being outdoors and would choose to do this for a large percentage of their time in Nursery, others are happier indoors with the spaces set up there. To help assess and meet the needs of all the children, staff have carried out an audit of the play environment. This was beneficial in identifying popular areas and other areas that need development. Practitioners noticed that some areas were not being so well used and that rich, constructive, deep engagement in play was not being observed as much could be. Redeveloping different areas for certain types of play e.g. spaces for reflection + quiet, creativity, open spaces for 'big' play, sand/water/paint, loose parts (safe), developing schematic play is needed.

HGIOELC QIs: 2.4 Personalised support.	CIQF: 1.1 Nurturing care and support.	Health and Social Care Standards: 1. I experience high quality care and support that is right for me (1.19 My care and support meet my needs and is right for me). 5. I experience a high-quality environment if the organisation provides the premises.
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Outcomes: Children will have safe options in their play, being able to choose freely where and how to play. Children will be more content, settles, and absorbed in their play. Children will develop independence and progress within schematic play.	Approaches/Interventions: Redeveloping the cosy corner and incorporating small world play. Further exploration of other spaces – by using the audit to analyse the needs. Props for play – an 'index' of play (Greg Cottrell 'Can I go and play now') for reluctant children.	Measures: Observing children play freely. Observing rich free-flow play with children absorbed and happy. Parental surveys. Staff observations and peedie notes.	Impact:
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	Offering open-ended play opportunities to encourage and extend children in their play.	Photos and reflections in Learning folders. Staff will reflect termly through the self-evaluation floor book.	
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Care Experienced Children and Young People (CECYP):

We supported children who have experienced care by:

- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and outwith school/setting.
- Working with and supporting families.
- Providing interventions for health and wellbeing where appropriate.
- Having access to a regular meeting with a key member of staff.
- Working with partners where appropriate.
- Ensuring their voices are heard and views taken into account.